

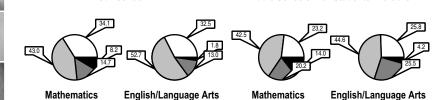
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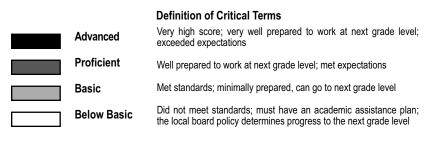
Our School

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003 2004	Average	Unsatisfactory	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Middle Schools with Students like Ours



NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	22	139	46
Percent satisfied with learning environment	76.2%	52.9%	64.4%
Percent satisfied with social and physical environment	81.0%	56.2%	56.5%
Percent satisfied with home-school relations	75.0%	70.8%	67.4%

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All students	501	98.6	32.5	52.7	13.0	1.8	14.8	17.6
Gender		33.0	0_00	<u> </u>				
Male	287	98.6	38.3	50.0	10.9	0.8	11.7	17.6
Female	214	98.6	25.3	56.1	15.7	3.0	18.7	17.6
Racial/Ethnic Group								
White	341	98.5	24.4	57.0	16.5	2.2	18.7	17.6
African-American	120	98.3	55.2	41.7	3.1	N/A	3.1	17.6
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	29	100.0	50.0	37.5	8.3	4.2	12.5	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	426	99.1	25.7	57.1	15.2	2.1	17.3	17.6
Disabled	75	96.0	73.4	26.6	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	501	98.6	32.5	52.7	13.0	1.8	14.8	17.6
English Proficiency								
Limited English proficient	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	491	98.6	31.8	53.1	13.3	1.8	15.1	17.6
Socio-Economic Status								
Subsidized meals	186	98.4	48.4	46.5	5.0	N/A	5.0	17.6
Full-pay meals	315	98.7	23.7	56.1	17.4	2.8	20.2	17.6
All attacked to			0.1.1	Mathe			00.0	45.5
All students	501	99.8	34.1	43.0	14.7	8.2	22.9	15.5
Gender		00.7	00.7	44.5	45.7	40.4	05.0	45.5
Male	287	99.7	32.7	41.5	15.7	10.1	25.8	15.5
Female	214	100.0	35.8	44.8	13.4	6.0	19.4	15.5
Racial/Ethnic Group White	244	100.0	25.0	45.9	18.8	10.3	29.1	15.5
vvnite African-American	341	99.2	63.2	45.9 34.7	18.8	10.3	29.1	15.5
African-American Asian/Pacific Islander	120							
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	29	100.0	50.0	33.3	8.3	8.3	16.7	15.5
Disability Status	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Not disabled	426	100.0	27.6	46.6	16.4	9.4	25.8	15.5
Disabled	75	98.7	72.3	21.5	4.6	1.5	6.2	15.5
Migrant Status	15	30.1	12.3	۵۱.۵	4.0	1.0	0.2	15.5
Migrant Status	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	501	99.8	34.1	43.0	14.7	8.2	22.9	15.5
English Proficiency	301	55.0	UT. 1	70.0	1-7.1	0.2	22.0	10.0
Limited English proficient	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	491	99.8	33.6	43.4	14.8	8.2	23.0	15.5
Socio-Economic Status	701	00.0	00.0	10.7	11.5	0.2	20.0	10.0

53.1

23.5

39.4

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19.7

11.8

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7.5 31.5 15.5

15.5

Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

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$\overline{\mathbf{A}}$	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	146	N/A	27.0	41.1	28.4	3.5	31.9
	Grade 7	145	N/A	26.2	43.4	28.3	2.1	30.3
	Grade 8	159	N/A	24.4	49.4	22.4	3.8	26.3
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	171	99.4	29.9	46.5	19.7	3.8	23.6
	Grade 7	170	98.2	34.7	53.1	11.6	0.7	12.2
	Grade 8	160	98.1	33.1	59.2	7.0	0.7	7.7

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	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	146	N/A	30.6	56.9	11.1	1.4	12.5
	Grade 7	145	N/A	37.2	36.6	14.5	11.7	26.2
•	Grade 8	159	N/A	32.9	47.5	15.2	4.4	19.6
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	171	100.0	17.8	45.2	22.9	14.0	36.9
	Grade 7	170	100.0	40.3	40.3	13.4	6.0	19.5
	Grade 8	160	99.4	45.5	43.4	7.0	4.2	11.2

SCHOOL PROFILE

C	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 503)				
Students enrolled in high school credit courses (grades 7 & 8)	6.7%	Down from 16.0%	24.8%	14.4%
Retention rate	1.4%	Down from 2.7%	2.0%	2.3%
Attendance rate Eligible for gifted and talented	96.2%	Up from 96.0%	95.5%	95.2%
	21.1%	Up from 17.1%	20.8%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	14.8%	Up from 13.5%	12.6%	14.1%
	3.6%	Up from 3.2%	3.5%	4.9%
Suspended or expelled	1.2%	Down from 1.4%	1.5%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees Continuing contract teachers	41.4%	Down from 43.8%	46.6%	47.1%
	72.4%	Up from 71.9%	84.8%	82.5%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	r 79.9%	Down from 82.9%	87.4%	84.3%
Teacher attendance rate Average teacher salary	98.7%	Up from 98.0%	95.4%	95.0%
	\$41,045	Up 1.8%	\$40,737	\$39,924
Prof. development days/teacher	12.0 days	Up from 11.4 days	10.2 days	10.7 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	3.0
Student-teacher ratio	N/R	N/R	22.2 to 1	21.0 to 1
Prime instructional time	94.1%	Up from 93.4%	89.6%	88.9%
Dollars spent per pupil*	\$5,125	Down 0.4%	\$5,546	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	58.1%	Down from 59.3%	62.5%	62.0%
	Excellent	No change	Good	Good
Parents attending conferences SACS accreditation	86.5%	Up from 79.2%	95.1%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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Abbreviations	tor Wissind	ı Data

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N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The program at Sevier Middle School is designed to meet the academic, social, and developmental needs of its 506 students. The instructional day consists of four academic periods and two related arts opportunities to provide students time to explore a variety of course offerings. The focus on the program is on quality academic experiences. A large number of students participate in the fine arts programs as well as in a high quality physical education curriculum.

Last year's PACT scores reflected the whole school emphasis in writing across the curriculum, which resulted in improved language arts scores at every grade level. All faculty members completed training in Learning Focused strategies.

The school continued its popular and successful yearlong comprehensive remediation program through before and after school small group instruction. Each grade level staff tailored a specific instructional model to meet the needs of the students.

The state and national budget picture impacted our school by creating larger class sizes and reduced funding for equipment and supplies. Most programs continued with the support, intervention, and assistance of our increasingly active PTA and a cadre of committed volunteers.

The challenge for the year was to bring staff, students, and community together in a yearlong study and creation of our school portfolio. This extensive living document records the history of our school and charts our future course as we strive to assure the success of every student. Our goals are ambitious but within reach through the continued involvement of all partners. The School Improvement Council was particularly active as a review team and source of input in the portfolio process.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.